

《21世纪大学英语》教学与学习辅导丛书（核心版）

# 21<sup>世纪</sup> 大学英语 阅读教材 (第一册)

宣安卞洁 主编

复旦大学出版社

21

世纪

# 大学英语

阅读教材

(第一册)

主编 李 基 副主编

——

21  
CENTURY  
COLLEGE  
UNIVERSITY

971

H319.4  
X85

21 世纪大学英语

---

# 阅 读 教 材

(第一册)

主 编：宣安

本册主编：宣安 卞洁

复旦大学出版社

### 图书在版编目(CIP)数据

21 世纪大学英语阅读教材. 第 1 册/宣安, 卞洁主编. —上海:  
复旦大学出版社, 2001. 12  
ISBN 7-309-03025-7

I. 2… II. ①宣…②卞… III. 英语-阅读教学-高等学校-教学  
参考资料 IV. H319. 4

中国版本图书馆 CIP 数据核字(2001)第 077824 号

---

出版发行 复旦大学出版社

上海市国权路 579 号 200433

86-21-65118853(发行部) 86-21-65642892(编辑部)

fupnet@fudanpress.com <http://www.fudanpress.com>

经销 新华书店上海发行所

印刷 上海第二教育学院印刷厂

开本 787×960 1/16

印张 12.75

字数 236 千

版次 2001 年 12 月第一版 2001 年 12 月第一次印刷

印数 1—6 000

定价 18.00 元

---

如有印装质量问题, 请向复旦大学出版社发行部调换。

版权所有 侵权必究

## 前 言

为了给使用《21 世纪大学英语》的学生提供一本与其主题和脉络相呼应的教程,我们编写了《21 世纪大学英语》读写教程(第一册)的配套阅读教材。我们希望学生通过篇章的阅读及对单词和句子的理解,得以欣赏和思索人生、自然科学和社会科学。因所选文章与《21 世纪大学英语》读写教程题材或接近、或相关、或分析问题的角度不同,所以通过阅读,学生既能巩固读写教程的内容,又能扩展知识并对人生与自然环境有更深入的认识,同时通过完成每篇文章的练习之后可以提高用英语思维分析问题及英语读写的能力。

《21 世纪大学英语》阅读教材题材广泛,注重思想性和趣味性、信息性和前瞻性。本书文章全部选自英美网络、报刊、杂志、小说及国内的部分英文报刊杂志。我们希望学生体会英语语言的原汁原味,我们不做改写或简写。为了让学生扩大阅读量和陶冶情操,我们适当增加了纯文学欣赏的篇章,以弥补理工科学生在文学作品欣赏方面和语言表达方式方面的缺憾。

本书共十单元,每单元六篇文章,为了方便学生阅读,节省时间,我们对每篇文章的部分难词作了注释。每篇文章后面附思考讨论题和写作练习。思考题供学生独立思考或者班级小组讨论,写作练习则提供题目,供学生作文或概要练笔。我们认为这样的练习比多项选择问题更利于引导学生注重对文章整体的把握和对内涵的思索,促使学生培养独创和批判性思维能力。

本书既可作为泛读教材与《21 世纪大学英语》读写教程配套使用或作为课外阅读自学,提高词汇量和阅读理解能力,也可作为配套的口语、写作练习教材,加强学生用英语思维和用英语表达的能力。使用《21 世纪大学英语》读写教程的学生可以把这两本书相关单元的文章进行比较阅读,可以根据水平择需使用难度不同的文章,这样可满足不同层次读者的要求。真正达到欣赏不同文体、不同风格的文章的目的。讲授《21 世纪大学英语》读写教程及其他教程的教师也可以把本书的内容作为补充材料,丰富教学内容。

参加本册编写的还有王琨、伍芳林、高岩、李家瑞。在本书编写之初,得到郑树棠教授的热情鼓励和指导。美籍专家 Linda L. Frost 对全书的练习做了审核并提出修改意见,特在此一并表示衷心的感谢。若书中有疏漏,敬请读者不吝指正。

编 者

2001 年 10 月

## 目 录

Unit One .....	1 – 18
Unit Two .....	19 – 37
Unit Three .....	38 – 55
Unit Four .....	56 – 75
Unit Five .....	76 – 99
Unit Six .....	100 – 115
Unit Seven .....	116 – 134
Unit Eight .....	135 – 156
Unit Nine .....	157 – 177
Unit Ten .....	178 – 196



## Unit One

1. The College Experience
2. Mistaken Ideas about College
3. Why I Came to College
4. Leaving
5. Of Studies
6. Secrets of Straight-A Students

“Art is long, life is short.”

——知识无穷，生命有限。

“There is no royal road to learning.”

——学习上没有平坦的大道可走。

“The roots of education are bitter, but the fruit is sweet.”

——Aristotle



---

Passage 1

## The College Experience

By William D. Carlson

Going to college! What a **thrill** (激动)! It's a trip that has everything great that you have heard about, if you make it so. It also is very serious business. To a great extent, you will be on your own. True, there are an awful lot of people ready to help you, but generally you must **take the initiative** (首先采取行动) and **seek them out** (搜寻出).

Most of you have decided on a career. Even though many of you will change your minds later, the initial decision allows you to set class goals and pursue them step by step toward that, the final objective of graduation such goals are essential for success. In advising students, I always tell them to **discipline** (管制) themselves, to be prepared to study hard and keep up from day one.

Today's world is full of precious knowledge, whether it be in the arts, literature, a profession, or a vocational skill. College is your chance of a lifetime to explore these areas. Each **facet** (方面) can be as exciting when discovered by you as it was when discovered by the original author or explorer. Let yourself explore beyond your immediate career objectives. A student in **auto mechanics** (机械自动化) in most schools also can take courses in history, philosophy, music, or art. There is no reason a craftsman also can't be a great thinker, or an explorer into the vast areas of unlimited knowledge. For a rich full life he or she should make the most of the opportunities at hand.

I hope that you have gathered by now that going to college means a lot more than earning a grade. To limit your college experience will be a waste to you and to all of the people, past and present, who have invested their pennies, **dimes** (一角硬币) and dollars—often at great personal sacrifice—to make educational opportunities open for you. **Putting it bluntly** (直截了当地说), college is a place to be greedy—take all you can get and then some more.

Also consider this—are you going to take a course to learn or are you going to take



it only to have it on your record? I talk to far too many students going to school just to get the **credentials**(文凭) to “get a job”. Again, they are cheating themselves. Get into the subjects in great depth to gain a true understanding. Don’t be content to just skim over courses with “only to pass” in mind. By taking the in-depth approach you will be exploring many of the **disciplines**(学科) you will enjoy the rest of your life.

Let me share with you a final observation. The person doing an honest piece of work, the work one can be proud of, is the truly happy person. This is true of the plumber(管道工), veterinarian(兽医), teacher, whatever. The agony of just **getting by**(勉强对付过去) will eventually **tear one asunder**(把某人、物扯碎). The habit of honest work and pride in your work can be established to a great extent in college.

Thus, as you stand on the **threshold**(开始) of your college career, commit yourself and **stand by**(坚持) that **commitment**(承诺). From the first day in class, discipline yourself to make learning fun, not a chore, and to get the most from the educational opportunities open to you.

(557 Words)

### Questions for Discussion and Peer Activities:

1. What do you understand “going to college means a lot more than earning a grade”?
2. What is the most valuable suggestion the author makes to the students?
3. Which do you enjoy more in college: freedom or discipline?
4. Discuss on the topic “What does going to college mean to me?” with your classmates and then place your views in the light of this essay.

### Writing Assignments:

1. Write an essay on the topic “Does a Degree Tell Us What a Student Has Learned?”
2. Work out a rough plan on how to spend your four years at college.

## Passage 2

### Mistaken Ideas about College

By Kimberley A. Ordway

Before I came to college, I was sure I knew all about it. I had talked to **guidance counselors**(咨询顾问), I had met some college students, I had looked at some catalogues, and I had seen more than my share of old “college” movies where the heroes belonged to “**jock**” **fraternities**(兄弟会) and the heroines to sophisticated **sororities**(女生联谊会). I knew all about it. Or so I thought. But, now, after one semester as a college student, many of my old ideas have changed completely.

I used to imagine **bossy**(专横的) **upper-classmen**(高年级生), for example. I thought they would be know-it-all rulers of the campus who got their **kicks**(极度的快感) from **harassing**(骚扰) freshmen. I pictured being directed to the wrong classrooms, being **snubbed**(冷落) because I was too young, and eating lunch standing up because older students wouldn't allow me at their tables. But, in fact, the upper-classmen (when I could tell them from the freshmen) turned out to be quite civilized. They didn't even notice me, but if I did need help, they were willing to give it. In the beginning, more experienced students helped me to choose my professors and courses and to find my rooms, and later they encouraged me to **stick with**(紧跟) my tough courses (even calculus) and they tried (unsuccessfully) to teach me how to stay cool during examination. No harassment here.

The upper-classmen weren't the only ones I worried about. I was also concerned about the other freshmen. I was afraid they might think I was too fat, too shy, too ugly, too **cowardly**(怯懦的), or even too **dumb**(愚蠢的) to bother with. I thought their backgrounds and interests would be much more exciting than mine; I wondered who would care about a small-town girl whose typical pastime was **strolling**(闲逛) to the corner store for **penny candy**(廉价糖果), **popsicles**(棒冰), and **Pepsi**(百事可乐). And, most of all, I was afraid of being alone, with my old friends far away and no new ones here. Again, I was wrong. When I finally got to college, I discovered that most

students felt exactly as I did. They were as **uneasy** (担心的) with me as I was with them, and as we started to open up, we began to trust one another. We began to become curious about each other's backgrounds and interests; the differences among us actually became attractions. We laughed, for example, at our comparative pronunciations of "car" as "cah" or "car," and I learned that "Get down" means "Feel good" in Boston. And no one seemed to think that I was fat, shy, ugly, cowardly, or dumb!

These weren't all of my worries, though. I was also frightened by the classes and especially by the teachers. I imagined myself lost in a two-hundred seat lecture hall, desperately **scratching down** (潦草地写下) pieces of notes **preached** (说教) from a great distance by a tiny, inaudible male professor with white hair and little **gold-rimmed** (金边的) glasses. I was convinced he'd have no patience with my stupid questions, so I'd be **perpetually** (永久地) lost. Wrong here too. Most of my classes had only thirty to forty students and the professors, male and female, looked **downright** (十足地) ordinary. One teacher had prematurely grey hair and none of them had gold-rimmed glasses. I did find myself desperately scratching down notes, but I also had plenty of chances to ask questions and even to take part in discussions. In the one-to-one meetings after class, I came to appreciate the teachers even more. They were actually interested in teaching me!

I changed my mind about other things too. I had expected homework to be a book-filled nightmare as I burned the midnight oil until two a. m. , **fighting off** (竭力摆脱) a headache which would keep me from meeting due dates and eventually **send me back to the corner store** (陷入困境). Actually, I got most of my homework done well before midnight and I met all my due dates. And even the examinations were not a total disaster. They were not three-hour tests crammed into one hour, nor were they make up of many pages of **single-spaced** (不空行的) typed questions exclusively on details I had overlooked. Oh yes, I did have some awful tests; I did break out in a **clammy** (湿冷的) sweat, develop a stomach upset and a gigantic headache; and I did spend final weeks on Pepto-Bismol, but contrary to expectations, I passed all of my exams with good grades.

I've always been a pessimist. Then if the worst happens, I'm ready for it. For at least three and a half more years, I plan to live by this philosophy, but even with this, I know I won't be as negative as I was before I got to college. Not all schools would be the same, but this one turned out to be much better than I thought it would be—a good

lesson in not jumping to conclusions. And, being a pessimist, I had the extra fun of discovering just how much better it could be. No doubt my attitude toward college will shift still more as I go on, but I know I'll never be as **far off** (遥远的) as I was before I got here.

(870 Words)

**Questions for Discussion and Peer Activities:**

1. What mistakes did this student make when thinking about college?
2. Can you tell anything about the writer's personality by reading her essay?
3. Do you find it the transition from high school to college difficult? Why or why not?
4. What factors most influenced your college choice? Did you choose a college blindly or based on little information?

**Writing Assignments:**

1. Compare the ideas you had about college before you came with the ones you have now. Write an essay about your expectations and how they compare to realities.
2. How do you like your new school? Write a letter to one of your best friends and tell him or her what you feel about your university.

## Passage 3

### Why I Came to College

By David Hobbs

Why have I chosen to attend college? I have put this question to myself at many times and in various forms during the past three and a half months which have **constituted** (构成) the first semester of my freshman year. Have I come because of parental influence, or because I have some goal of my own that I wish to pursue? After **pondering** (考虑) these questions on many occasions, I have finally reached the conclusion that I have come to college not for one single reason, but for many, and that it is something which I truly want to do.

Originally, my parents did influence my opinions about education in general. My mother, an elementary school teacher, was always proud of my academic success, but she never really pushed me or demanded that I achieve excellent grades. However, from the beginning of my schooling, my parents seemed to assume that I would attend college, and by the time I reached high school, I had become accustomed to that idea as well.

When I entered high school, I **enrolled** (注册上课) in the college preparatory program offered there, looking ahead four years to college attendance. In truth, at the time I was more concerned with the challenges about to be presented to me in high school than with thoughts of what would follow in college. However, as I proceeded further through high school into my junior and senior years, I became **genuinely** (真正地) interested in many of the subjects which I was studying. Chemistry, Physics, and Calculus were the courses which held my interest most strongly and I felt that I wanted to continue to study those areas beyond the high school level. Up to that point in my life, I had always claimed that I wanted to attend college, but I never truly knew why; as my high school career drew to a close, I began to realize why I had this desire.

Finally, I began to recognize in myself a strong drive to obtain knowledge. I knew that I would not be content to simply end my educational career with high school and

enter the working world. I truly felt a need to continue learning in order to gain a better understanding of the world around me. My final decision to attend college seemed a natural one, and my choice of engineering as a field of study came easily as well, since the profession fit well with my academic preferences.

The fact that I enjoy learning and gaining knowledge was my main reason for choosing to enter college, but I must admit that it was not the **sole** (惟一的) reason. In today's world, a college education has become almost essential if one wishes to compete in the job market. In the next several years, this trend will surely continue, with a Bachelor's degree becoming almost **indispensable** (不可缺少的) if one wishes to find a worthwhile position, and Master's degree becoming highly desirable for advanced positions. Although it may sound **materialistic** (实利主义的), I felt that attending college was a practical and necessary step which I took to ensure a secure future for myself and my family. I made my choice to study engineering primarily on the basis of my love of mathematics and the physical sciences; however, the fact that it is a well paying and respected profession did have some influence in my final decision to study engineering, rather than a pure science **curriculum** (课程). Either field would have allowed me to study those subjects which hold my interest, but the decision to pursue the one which would **ultimately** (最终地) be more **profitable** (有用的) was not a difficult choice to make.

A third reason that I am attending college is that I have always hoped that I could, in some way, make a contribution to the world. I knew that a career involving science and technology would give me the best opportunity to do this. I also knew that in order to pursue such a career, I would be required to go through college. Hopefully, this will enable me to someday make a contribution to the expansion of the **frontiers** (新领域) of society's knowledge, and to in some way benefit mankind.

Finally, I chose to attend a **diversified** (多样化的) college, as opposed to a purely technical institute, because I feel that college should allow a person to grow in areas other than pure academics. It should also expose the student to a variety of social and political ideas, helping to expand his **mental horizons** (眼界). Attending Rutgers University has definitely allowed me to come into contact with a wide variety of lifestyles which could only be found together on a **collegiate** (大学的) campus. Additionally, while I am able to major in a scientific field at Rutgers, I am able to **simultaneously** (同时地) take courses which explore other fields of study and allow me to become a

more diversified and **well-rounded** (全面的) person. This overall gain of general knowledge which is available only to the college student is another reason that I was **lured** (吸引) toward the pursuit of higher education.

Thus, I came to college not for one reason, but for several different ones. It was something which I had planned, even without fully knowing why, for several years. It was certainly the next logical step in my educational career after the completion of high school. However, only in my final two years of high school did I actually begin to recognize in myself the **inherent** (固有的) desire to obtain information and learning which pushed me toward college. I knew that a college degree would allow me to pursue the other goals which I had set for myself. I also knew that I wanted to become a more diversified person, and that a college education was the best means to **attain that end** (达到目的).

Why have I chosen to attend college? Sometimes I am unsure of the exact reason myself. I am sure, however, that it is what I should do and what I want to do with the next four years of my life.

(1,014 Words)

### Questions for Discussion and Peer Activities:

1. In this essay, David Hobbs, a freshman at Rutgers University, discusses his purposes in coming to college. To what extent do you share his views? In what ways do your experiences and purposes differ from his?
2. What, in your view, is the relationship between intellectual exploration and making money? How do you reconcile the two?
3. What do you think of the association between education and your future?
4. Why did you choose this college and what are the goals you have set for yourself?
5. Which areas of the essay do you think might be improved?

### Writing Assignments:

1. Write an essay on the topic "Why I Came to College".
2. Write an essay in which you describe the main difficulties and problems you have encountered at college.

## Passage 4

## Leaving

By Jamaica Kincaid

The goodbyes had to be quick, the captain said. My mother introduced herself to him and then introduced me. She told him to **keep an eye on** (照看) me, for I had never gone this far away from home on my own. She gave him a letter to pass on to the captain of the next ship that I would **board** (上船) in Barbados. They walked me to my **cabin** (房舱), a small space that I would share with someone else—a woman I did not know. I had never before slept in a room with someone I did not know. My father kissed me goodbye and told me to be good and to write home often. After he said this, he looked at me, then looked at the floor and **swung** (摇动) his left foot, then looked at me again. I could see that he wanted to say something else, something that he had never said to me before, but then he just turned and walked away. My mother said, “Well,” and then she threw her arms around me. Big tears streamed down her face, and it must have been that—for I could not bear to see my mother cry—which started me crying, too. She then tightened her arms around me and held me to her close, so that I felt I couldn’t breathe. With that, my tears dried up and I was suddenly **on my guard** (警惕). “What does she want now?” I said to myself. Still holding me close to her, she said, in a voice that **racked** (飘动) across my skin, “It doesn’t matter what you do or where you go, I’ll always be your mother and this will always be your home.”

I **dragged** (费力地移动) myself away from her and **backed off** (后退) a little, and then I shook myself, as if to wake myself out of a **stupor** (恍惚). We looked at each other for a long time with smiles on our faces, but I know the opposite of that was in my heart. As if responding to some invisible **cue** (暗示), we both said, at the very same moment, “Well.” Then my mother turned around and walked out the cabin door. I stood there for I don’t know how long, and then I remembered that it was **customary** (惯例的) to stand on deck and wave to your relatives who were returning to shore. From the deck, I could not see my father, but I could see my mother facing the ship,



her eyes searching to pick me out. I removed from my bag a red cotton handkerchief that she had earlier given me for this purpose, and I waved it wildly in the air. Recognizing me immediately, she waved back just as wildly, and we continued to do this until she became just a dot in the matchbox-size **launch**(汽艇) swallowed up in the big blue sea.

(487 Words)

**Questions for Discussion and Peer Activities:**

1. What does the author feel when she has to say goodbye?
2. Do your parents express their feelings in the same way as the author's parents do?  
Describe the similarities and differences.
3. What is on your mind when you and your parents say goodbye to each other?
4. Compare this essay with Text C and then tell in which ways they differ?

**Writing Assignments:**

1. Write an essay on the topic "Leaving For College".
2. Leaving, in one way or another, means a new start. Do you agree? Why or why not?  
Write a paragraph and explain your responses.